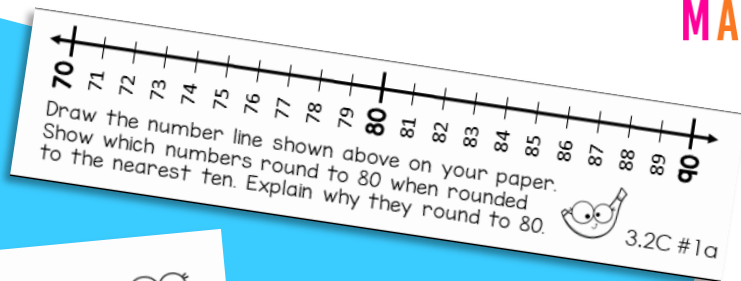


PLACE VALUE

Journal Prompts

MARVEL Math



Explain how to compare 4,503 and 4,499.
Which place should you start with to compare? Use a comparison symbol to show your comparison.



3.2D #1a

Show how to round 6,720 to the nearest thousand using a number line. What thousands is this number between? Show 6,720 and the thousands this number is between on an open number line. Explain how to round 6,720 to the nearest thousand.



3.2C #2b



3rd
GRADE

Use these Journal Prompts as an **Early Finisher Work** or for **Meaningful Homework**

Represent the number 50,342 with place value discs, expanded form, expanded notation, and words. What connections do you see between these different ways of representing this number?



3.2A #2b

Represent the number 50,342 with place value discs, expanded form, expanded notation, and words. What connections do you see between these different ways of representing this number?

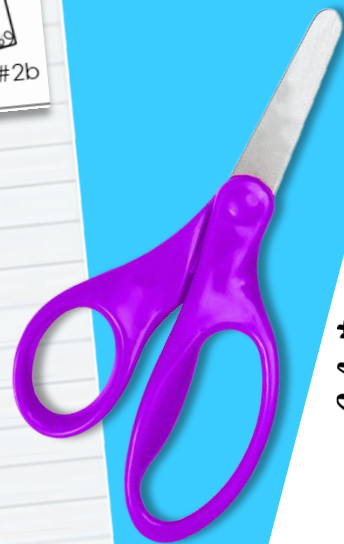


3.2A #2b

Represent the number 50,342 with place value discs, expanded form, expanded notation, and words. What connections do you see between these different ways of representing this number?



3.2A #2b



14 Ready-to-Use Journal Prompts to Deepen Understanding

3.2A #1b

COMPOSE AND DECOMPOSE
numbers up to 100,000...using objects, pictorial models, and numbers including expanded notation as appropriate

Show two ways to represent the number 5,204 using base-10 blocks. Describe the number of thousands, hundreds, tens and ones used for each representation.



3.2A #1b

Show two ways to represent the number 5,204 using base-10 blocks. Describe the number of thousands, hundreds, tens and ones used for each representation.



3.2A #1b

Show two ways to represent the number 5,204 using base-10 blocks. Describe the number of thousands, hundreds, tens and ones used for each representation.



3.2A #1b

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Show two ways to represent the number 5,204 using base-10 blocks. Describe the number of thousands, hundreds, tens and ones used for each representation.



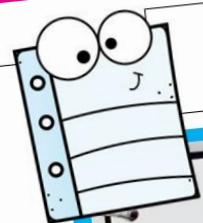
3.2A #1b

Show two ways to represent the number 5,204 using base-10 blocks. Describe the number of thousands,



Easy-to-Use Math Station

Print the Sample Journal Response pages to give students ideas on how to respond.



SAMPLE JOURNAL RESPONSE

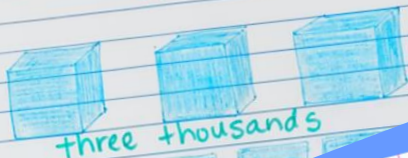
3.2A #1a

Show two ways to represent the number 3,450 using base-10 blocks. Describe the number of thousands, hundreds, tens and ones used for each representation.



3.2A #1a

1st way to represent
3,450



three thousands



four

2nd way



three

th

Show two ways to represent the number 3,450 using base-10 blocks. Describe the number of thousands, hundreds, tens and ones used for each representation.



3.2A #1a



Built for the Place Value TEKS

ne of each
a" version
ace Value
Journal
Prompt

Show two ways to represent the number 3,450 using base-10 blocks. Describe the number of thousands, hundreds, tens and ones used for each representation.



3.2A #1a

Represent the number 24,092 with place value discs, expanded form, expanded notation, and words. What connections do you see between these different ways of representing this number?



3.2A #2a

Explain the relationship between the value of the 3 in the tens place and the value of the 3 in the hundreds place for the number below. You may draw pictures using base 10 blocks or money to help explain your thinking.

330



3.2B #1a

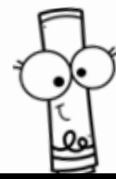


Draw the number line shown above on your paper. Show which numbers round to 80 when rounded to the nearest ten. Explain why they round to 80.



3.2C #1a

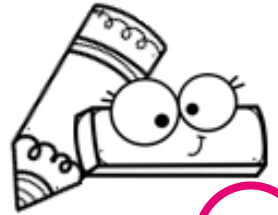
How to round 3,492 to the nearest thousand
number line. What thousands is this number
the thousands this number



Every Journal Prompt includes 2 versions

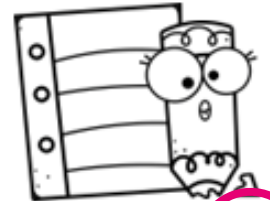


Name 3 numbers that are between 24,563 and 26,005. Order those three numbers from least to greatest. Then, order those same numbers from greatest to least.



3.2D #2a

Name 3 numbers that are between 54,829 and 56,403. Order those three numbers from least to greatest. Then, order those same numbers from greatest to least.



3.2D #2b

About the Author

This resource was created by Melissa Johnson, who has 16 years of k-10 teaching experience and a masters degree in Mathematics Education. Her resources build conceptual understanding, make connections between math topics and engage students in the mathematics they are learning.

